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ABSTRACT

These guidelines are offered to public school districts and nonpublic schools to assist in implementing the provisional certification requirements for first year teachers in New Jersey. The guidelines address: (1) membership of the Professional Support Team that provides the training, support, and supervision for provisional teachers; (2) roles and responsibilities of team members, including the principal, mentor teacher, curriculum supervisor, and college faculty member; (3) school district level of responsibility; (4) training of support teams; (5) evaluation of provisionally certified teachers; (6) fees related to provisional certification; and (7) assistance from the State Department of Education. Appendixes contain information on procedures for hiring a provisional teacher, a list of the steps involved in the provisional teacher program, a training and supervision contract form, and forms for evaluating provisional teachers. (JDD)

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PROVISIONAL TEACHER PROGRAM

IMPLEMENTATION GUIDELINES

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DECEMBER 1991

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PROVISIONAL TEACHER PROGRAM
IMPLEMENTATION GUIDELINES

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December 1991

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PROVISIONAL TEACHER PROGRAM

Implementation Guidelines

In 1984 the New Jersey State Board of Education adopted revised regulations for teaching certification which permit provisional certificates to be issued to applicants who did not complete an approved teacher preparation program. Such applicants must hold a bachelor's degree from an accredited college or university and pass a subject matter test in the fields(s) to be taught (or a test of general knowledge for the elementary endorsement). In order to be eligible to take a subject field test, the applicant must have completed 30 semester hours in a coherent major. To be issued a provisional certificate, the applicant must hold an appropriate Certificate of Eligibility and have accepted an offer of employment in a New Jersey school district or nonpublic school approved by the Department of Education to provide the necessary training resources.

Since September 1985 when the Provisional Teacher Program was first implemented for "alternate route" applicants, more than 2,200 beginning teachers have been hired with provisional certification. Of those who complete the program (and approximately 95 percent of these teachers do), 98 percent have been recommended for standard teaching certificates. Comments written by principals on the teachers' final evaluation forms document how well these teachers have performed and the potential they exhibit for becoming fine, experienced teachers. Attrition rates of first year teachers trained in the Provisional Teacher Program have been consistently and significantly lower than attrition rates of traditionally prepared beginning teachers. On average, 18 percent of new teachers prepared in traditional collegiate programs leave their classrooms at some point during the first year of teaching. Provisionally certified teachers, on the other hand, demonstrate an average 5 percent rate of attrition during the first year on the job. The success of this induction program is in large part attributed to the support and supervision these teachers receive from the members of their Professional Support Teams.

Provisional certification regulations were revised by the State Board in October 1990 to require provisional certification and on-the-job support in instructional areas for <u>all</u> first year teachers in New Jersey -- including those college graduates who completed an approved teacher preparation program and those who did not. First year teachers who have successfully completed an approved teacher preparation program will receive provisional certificates with "advanced standing" while those who did not complete such a program will continue to receive provisional certificates (without "advanced standing"). **Appendix A** lists the steps to follow when a district hires a teacher candidate under provisional certification.

<u>All school districts employing provisionally certified first-year teachers will be required to provide a first-year teacher induction program for those teachers</u>. Regulations require that a Professional Support Team be

assigned to each provisionally certified teacher to provide specified amounts of support, supervision and evaluation. For those who hold provisional certificates without "advanced standing," formal instruction will also be required. This instruction will be provided under the auspices of the Department of Education or by approved consortia of districts and colleges. **Appendix B** charts the amount of support, supervision, evaluation and instruction required and the differences in the induction programs for all beginning teachers.

The revised regulations are effective September 1, 1992. To determine how best to advise local districts in implementation of the new policies, the department convened a Professional Support Team Advisory Committee composed of representatives from each of the major educational organizations affected by the revised regulations for provisional teacher certification. See **Appendix C** for a list of committee members.

The charge to the committee was to recommend guidelines by which school districts and nonpublic schools will implement the provisional certification requirements for first year teachers in New Jersey. The committee was asked to focus not only on the issue of minimum compliance, but also on the broader question of how schools can provide new teachers with the type of induction and support programs needed to succeed.

The committee was reminded that while guidelines are used to indicate how New Jersey Administrative Code may be implemented, they cannot mandate what is not stipulated in administrative code. However, guidelines may point out and urge careful consideration of factors that are likely to increase the effectiveness of an induction and support program. The committee proposed sound practices which should assist districts in developing successful induction programs. Over time, it is anticipated that local districts will work toward the development of excellent induction programs.

The guidelines which follow reflect the consensus of the committee and incorporate what has been learned from six years of experience with alternate route teachers in the Provisional Teacher Program.

I. THE PROFESSIONAL SUPPORT TEAM

New Jersey Administrative Code (N.J.A.C.) 6:11-5.3(h) requires that a Professional Support Team provide the training, support and supervision for provisional teachers. It further states that the team shall be composed of a school principal, (or his/her administrative designee) an experienced mentor teacher, a college faculty member and a curriculum supervisor. Districts or schools which do not employ curriculum supervisors or have been unable to establish a relationship with a college should provide for comparable expertise on the team. Additional members may be added to the team to supplement its composition (such as a team facilitator). The school principal (or his/her administrative designee) shall serve as chairperson of the team.

A. Selection of Members of a Professional Support Team

1. Selection should be made by a district committee composed of representatives of the relevant constituencies in the district (i.e., superintendent, principals, supervisors, teachers, bargaining unit);

2. Teachers should be invited (and encouraged) to apply for a

position as mentor. Selection then would be made from among those who apply;

3. Training for members of the team is very important. Selection would then be made from those who apply and express willingness to be trained or from among those who apply and have already been trained;

4. Selection for a particular team should take into account the subject field of the provisional teacher and the prospective mentor. The mentor teacher and the provisional teacher should be in the same or a related instructional field; and

5. Selection for a particular team should take into account the proximity of the provisional teacher and mentor. In general, they should be located in the same building.

B. Ideal Characteristics for Members of the Professional Support Team

Members of the Professional Support Team should exhibit certain characteristics which enable productive relationships among themseleves and with the beginning teacher, including:

1. Ability to work with adults;

2. Willingness to serve on the team and be trained;

3. Capacity to be a responsive listener;

4. Sensitivity to the needs of others;

5. Ability to provide feedback in a nonjudgmental manner;

6. Commitment to life-long learning; and further

7. Individual members of the team should be generally recognized within the district or nonpublic school as experienced specialists in their particular area of expertise and hold appropriate state certification. Mentors should have a background that is broad-based, and includes knowledge of the subject field in which the provisional teacher is seeking certification.

C. Role(s) and Responsibilities of Professional Support Team Members

I. PRINCIPAL

In his/her capacity as chairperson of the team, the principal:

1. Facilitates the selection of members of the team;

2. Convenes the team and makes certain each member is aware of and willing to assume his/her assigned responsibilities;

3. Arranges the logistics (e.g., such as released time) so that members of the team can confer individually with and observe the provisional teacher and the provisional teacher can observe experienced teachers;

4. Monitors the ongoing activities of the team and makes

recommendations and/or changes as needed;

5. Maintains district or school liaison with Department of Education staff;

6. Formally evaluates the provisional teacher at ten, twenty and thirty weeks after the teacher has assumed full responsibility for his/her classroom. This evaluation responsibility may be shared with one other appropriately certified administrator who is a member of the team;

7. Brokers other support services, as needed. This responsibility may be shared with other members of the team; and

8. Arranges for training and orientation sessions for team members.

II. MENTOR TEACHER

The mentor teacher member of the team:

1. Facilitates a compatible working relationship with the provisional teacher by discussing expectations and arriving at a mutual understanding about how best to work together;

2. Assesses the background of the provisional teacher and provides the type and amount of support indicated by this background. This responsibility may be shared with others on the team;

3. Orients the provisional teacher to the district/school policies, procedures, and expectations. This role may be shared with others on the team;

4. Visits the provisional teacher's classroom and provides feedback, coaching and support. **See Appendix B** for details concerning timing of and minimum number of visitations required;

5. Models effective teaching techniques;

6. Is accessible for informal support and consultation;

7. May not formally evaluate the provisional teacher. All observations and feedback provided by the mentor are for the purpose of professional development and support and should be considered confidential; and

8. May share responsibility for a first-year teacher with one or more other mentor teachers.

III. CURRICULUM SUPERVISOR OR COMPARABLE PERSONNEL

The curriculum supervisor (or comparable personnel, e.g., the principal) member of the team:

1. Helps the provisional teacher to gain perspective on current and/or new teaching techniques and resources applicable to relevant subject fields;

2. Provides knowledge of and access to district resources;

3. Is an additional source of support and guidance; and

4. Assists the provisional teacher in developing a professional improvement plan. This responsibility may be shared with others on the team.

IV. COLLEGE FACULTY MEMBER

The college faculty (or comparable personnel, e.g., the mentor teacher or a second mentor teacher) member of the team:

1. Shares in the visitations and feedback, when appropriate;

2. Assists in helping the provisional teacher to make connections between theory and practice;

3. Provides seminars, workshops, newsletters and/or other information that might assist the provisional teacher;

4. May offer in-service training for professional staff in the district on various aspects of induction programs, such as mentor training when appropriate; and

5. Facilitates exchange of information between the college and school district.

V. ADDITIONAL TEAM RESPONSIBILITIES

1. When a team member plans to visit the provisional teacher and when the provisional teachers visit the mentor's classroom, the date and time of the visit should be mutually established.

2. Visitations and observations should focus on those aspects of the lesson to which the team member and provisional teacher have agreed to beforehand;

3. A conference should follow each observation and visitation to provide feedback and to promote discussion about what occurred. When appropriate, released time may be provided for conferencing; and

4. When possible, the team as a whole should arrange to meet with the provisional teacher so that the provisional teacher may receive the benefit of various viewpoints and the interaction that may result from such a meeting.

D. Nature of the Relationships Among Members of the Team and the Provisional Teacher

Relationships and the sharing of information among members of the team and the provisional teacher should be:

1. Professional;

2. Collegial;

3. Supportive;

4. Sensitive to individual differences and needs; and

5. Confidential.

II. THE LOCAL DISTRICT OR NONPUBLIC SCHOOL AS RESPONSIBLE AGENCY

A. School District Level of Responsibility

N.J.A.C. 6:11-5.3(a) stipulates that every district school, consortium of schools or nonpublic school which seeks to employ a provisional teacher must submit a plan to the Department of Education and receive approval to train beginning teachers. To facilitate the requirement of a plan, the department has designed a standardized contract. See **Appendix D** for a sample contract.

As the agency responsible for assuring that appropriate training takes place, the district(s) or nonpublic school:

1. Encourages qualified staff to participate on Professional Support Teams and provides opportunities to prepare them for this responsibility through professional development activities such as mentor training;

2. In consultation with the various constituencies in the district (bargaining agent, principal, teachers, supervisors, board members), works to establish district policies and procedures to facilitate program implementation. Disseminates this information to all staff members in the district;

3. Searches for innovative ways to identify resources for implementing the induction program such as developing a "pool" of trained mentors who may be called upon as needed. In addition, districts may work collaboratively with other districts to identify appropriate staff such as college faculty;

4. Monitors to see that all formal program requirements are met for each provisionally certified teacher, including the documentation necessary for issuance of the provisional certificate and, at the end of the provisional year, recommendation regarding the standard teaching certificate; and

5. Recognizes that the decision regarding reemployment is separate from the decision regarding the recommendation for standard certification. It is quite possible, for example, that a district may recommend a provisional teacher for a standard teaching certificate but not have a position to offer the teacher in the upcoming academic year.

B. Professional Development for Support Teams

N.J.A.C. 6:11-5.3(i) states that the Department of Education shall provide orientation programs for Support Team Members. Such programs are provided on an annual basis. In addition, opportunities for more comprehensive and focused professional development opportunities should be offered for all support team members. Hence, local district(s) and nonpublic schools should:

1. Require appropriate district staff to attend orientation sessions offered by the department;

2. Fully inform each team member about his/her role and responsibilities; and

3. Whenever possible, provide training for all team members to enable them to be more effective in their role. The department can assist districts in identifying sources for support team training or a district may develop its own training program.

III. EVALUATION OF PROVISIONALLY CERTIFIED TEACHERS

N.J.A.C. 6:11-5.3(f)2 and 3 require that provisional teachers be formally evaluated, using forms provided by the department, at the end of ten weeks after the first day on which the provisional teacher assumes full responsibility for a classroom. A second evaluation is required ten weeks later and a third evaluation at the end of the year. **See Appendices E and F for sample copies.** N.J.A.C. 6:11-5.4 states that the evaluations shall be prepared by appropriately certified Support Team Members, that evaluation duties shall be shared by at least two, but no more than three, members of the team and that mentor teachers shall not participate in any way in discussions or decisions which might have a bearing on the employment or certification of provisional teachers. Interactions between provisional teachers and mentors are formative in nature and considered a matter of professional privilege.

As explicated in N.J.A.C. 6:11-5.5(c), there are three ratings of evaluation: recommended, insufficient and disapproved. A rating of recommended means the provisional teacher has met all program requirements, and the State Board of Examiners should issue the appropriate standard certificate. An insufficient rating means that the principal feels the teacher has potential as a teacher but has not demonstrated sufficient progress or ability to be considered ready for the standard certificate. Nevertheless, the principal believes that with continued guidance for a second year, the teacher might then qualify for the standard certificate. A disapproved rating means that the principal feels the teacher has not demonstrated the ability to be a teacher and should not be teaching in the state's public schools. Judgments on the three evaluation forms should support the final recommendation. There is provision in regulations (N.J.A.C. 6:11-5.5(f)) for the provisional teacher to appeal the final recommendation to the State Board of Examiners. State Board of Examiners decisions may, in turn, be appealed to the Commissioner of Education.

1. The principal, as chairperson of the team, is responsible for the three required evaluations. The principal may delegate this responsibility to an appropriately certified supervisor on the support team. Mentors may not evaluate;

2. Three formal evaluations must be completed, using the forms provided by the department. Evaluations are to be performed at ten (10), twenty (20) and thirty (30) weeks after the provisional teacher assumes full responsibility for his/her classes;

3. Provisional Teacher Program evaluations should be conducted in addition to any other evaluation procedures required by a district. District

evaluations may not be used in lieu of the three evaluations required by the induction program;

4. Completed evaluation forms are confidential and may not be shared with members of the support team without the consent of the provisional teacher. However, the evaluator(s) and the provisional teacher may discuss how members of the support team might contribute to the continuing professional growth of the beginning teacher;

5. As mentioned in Section II A (5), the recommendation regarding certification should be separate from a district decision regarding reemployment; and

6. Administrators completing provisional teacher evaluations should be informed about the policies and procedures related to this responsibility.

IV. FEES RELATED TO PROVISIONAL CERTIFICATION

N.J.A.C. 6:11-3.2(c) provides the State Board with the authority to establish a fee schedule for services related to the issuance of certificates which includes, but is not limited to, fees charged by districts to provisional teachers to pay for their training.

It was the consensus of the committee that, at the state level, a way should be found to support the costs associated with providing a Professional Support Team for every provisional teacher. However, unless and until such funding becomes available, the following guidelines related to program fees apply:

1. Regulations permit the State Board of Education to establish fees for services related to the issuance of certificates. Regulations further permit districts to collect such fees from teachers. Districts or nonpublic schools may elect to subsidize all or part of the costs;

2. The fees established for 1991-1992 are depicted below. The fees may change annually:

a) $450 for the experienced mentor teacher who works closely with the provisional teacher during the first twenty days of employment. This fee will not apply to those who hold provisional certificates with "advanced standing."

b) $550 for the personnel on the Professional Support Team who support and mentor the provisional teacher for thirty weeks. If college faculty share such responsibilities, they must be compensated. This fee will apply to all provisionally certified teachers.

c) $800 for the 200 hours of formal instruction. This fee will not apply to those who hold provisional certification with "advanced standing;" and

3. Districts may establish a policy regarding how fees will be paid -- that is, who will pay them and when they will be paid. If the provisional teacher is to pay the fees, the policy should state how the district will collect and disburse the fees. This policy should be provided

in writing to all provisional teachers and members of the Professional Support Team.

V. ASSISTANCE FROM THE DEPARTMENT OF EDUCATION

As required in N.J.A.C. 6:11-5.3(g), 3(i), the department will offer orientation programs each year to assist districts in implementing the Provisional Teacher Program. All districts employing provisionally certified teachers should send representatives from support teams to these meetings. In addition, specialized training for mentors is strongly urged. Further technical assistance will be available from the Office of Teacher Education concerning the availability and content of mentor training programs.

Office of Teacher Education staff are available on an ongoing basis to provide guidance to local district(s) and nonpublic schools in the implementation of <u>all</u> aspects of the Provisional Teacher Program. Please call 609-984-6377.

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APPENDIX A

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS COMMISSIONER

PROVISIONAL TEACHER PROGRAM

How To Hire A Provisional Teacher

I. If a candidate has a Certificate of Eligibility (or Certificate of Eligibility with Advanced Standing) to teach in the area(s) where you have a vacancy:

Step One
The school district may hire the candidate.

Step Two
The school district must call the Office of Teacher Education at (609) 984-6377 to request a Training and Supervision Contract; Statement of Assurance to Teach; Evaluation Forms; and information about the required induction program.

Step Three
The school district must complete the Contract and Statement of Assurance and return them to: Office of Teacher Education, New Jersey Department of Education, CN500, Trenton, NJ. 08625-0500 **NO PROVISIONAL CERTIFICATE MAY BE ISSUED UNTIL THESE COMPLETED FORMS ARE RECEIVED AND THE CANDIDATE FULFILLS RESPONSIBILITIES AS OUTLINED ON HIS/HER CHECKLIST.**

II. If a candidate does not have a Certificate of Eligibility:

Step One
If the candidate has not applied for provisional certification, advise him/her to call the Office of Teacher Education at (609) 984-6377 for an information packet and required forms.

Step Two
If the candidate has submitted the required forms and passed the appropriate NTE exam, the school district should call the Office of Teacher Certification and Academic Credentials at (609) 292-2070 for information about the candidate's eligibility.

Step Three
The district may hire the candidate after the candidate receives a Certificate of Eligibility or the Office of Teacher Certification and Academic Credentials advises the district that the candidate is eligible. Then proceed as in #I.

III. If you have a vacancy and no apparent candidates:

Step One

The school district may call the Office of Recruitment and Placement at (609) 292-3445 for names of eligible candidates in the appropriate field(s).

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APPENDIX B

PROVISIONAL TEACHER PROGRAM

Provisional Teacher With Advanced Standing	Provisional Teacher (No Advanced Standing)
o Enters teaching with a "Certificate of Eligibility with Advanced Standing" (signifying completion of collegiate preparation program with an academic major; recommendation by dean/director; and a passing score on appropriate NTE).	o Enters teaching with a "Certificate of Eligibility" (signifying completion of a BA degree with an academic major; and a passing score on appropriate NTE).
o Receives offer of employment to teach in field of qualification.	o Receives offer of employment to teach in field of qualification.
o Phase I: Not applicable	o During first 20 days, completes Phase I formal instruction and supervision (with mentor).
o During first 10 weeks of teaching, completes Phase II supervision under the guidance of a Professional Support Team. During this time, the provisional teacher shall be observed with a conference no less than one time every two weeks by member(s) of the team. Undergoes first formal evaluation at end of 10 weeks. No formal instruction in essential theory and pedagogy is required.	o During first 10 weeks in full charge of classroom, completes Phase II supervision under the guidance of a Professional Support Team. During this time, the provisional teacher shall be observed with a conference no less than one time, every two weeks by member(s) of the team. Undergoes first formal evaluation at the end of 10 weeks. Continues formal instruction.
o During next 20 weeks of teaching, completes Phase III. The provisional teacher shall be observed with conferences at least four times by member(s) of the Professional Support Team. Undergoes two additional formal evaluations -- one at the end of 20 weeks and the final evaluation at the end of 30 weeks of full-time teaching. No formal instruction in essential theory and pedagogy is required.	o During next 20 weeks of teaching, completes Phase III. The provisional teacher shall be observed with conferences at least four times by member(s) of the Professional Support Team. Undergoes two additional formal evaluations--one at the end of 20 weeks and the final evaluation at the end of 30 weeks of full-time teaching. completes formal instruction.
o Receives recommendation for or against standard certification: -Approved -Insufficient -Disapproved	o Receives recommendation for or against standard certification: -Approved -Insufficient -Disapproved

JN/slb/3854F

APPENDIX C

Professional Support Team Advisory Committee

Dr. Carl Calliari, Director
Beginning Teacher Induction Center
Glassboro State College

Dr. George Corwell, Associate Director for Education
N.J. Catholic Conference

Mr. Michael Johnson, Teacher
New Jersey Education Association

Dr. Kenneth King
Assistant Superintendent, East Orange School District

Dr. Nicholas Michelli, Dean
School of Professional Studies
Montclair State College

Dr. Richard Morasco
Superintendent, Monroe Township School District

Ms. Diana Naspo
Teacher, Montclair School District

Mr. Meyer Pincelli
New Jersey School Boards Association
Perth Amboy Board of Education

Mr. Edward Watts
New Jersey Principals and Supervisors Association

STAFF

Ms. Ellen Schechter,Director
Office of Teacher Edcation
New Jersey Department of Education

Ms. Jane Newman, Coordinator, Provisional Teacher Program
Office of Teacher Education
New Jersey Department of Education

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APPENDIX D

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

JOHN ELLIS, COMMISSIONER

PROVISIONAL TEACHER PROGRAM

TRAINING AND SUPERVISION CONTRACT

The New Jersey Department of Education and the _____ School District hereby agree to provide a program of training and supervision required in N.J.A.C. 6:11-5 for _____, SS#_____, who has accepted employment as an eligible Provisional Teacher, in accord with the following terms and conditions:

The New Jersey Department of Education agrees to:

1. issue a provisional certificate to above named provisional teacher valid for a period of one year beginning _____;

2. provide the district with guidelines for the operation of a Provisional Teacher Program and standardized evaluation forms;

3. arrange and operate a program of formal instruction for the provisional teacher when appropriate; and

4. based upon the recommendation of the district, render a determination regarding the issuance of a standard certificate to the above named provisional teacher upon successful completion of the Provisional Teacher Program.

The above named school district agrees to:

1. arrange for the provisional teacher to work under the regular supervision of the following teacher(s) for 20 days prior to taking charge of a classroom (Not applicable to those teachers issued provisional certification with "advanced standing".).

   _____, teacher **(RESUME ATTACHED)***

   _____, grade and subject

2. form a Support Team comprised of the following, **(WHOSE RESUMES ARE ATTACHED):***

   _____, principal;

   _____, experienced teacher;

_____, and

_____.

3. make fee payments as specified in state guidelines;

4. provide the provisional teacher with the opportunity to attend a regional training center to receive formal instruction (Not aplicable to those teachers issued provisional certification with "advanced standing.").

5. provide the provisional teacher with opportunities to carry out all training assignments; and

6. forward to the provisional teacher information from the New Jersey Department of Education which is pertinent to his/her status as a provisional teacher.

Members of the District Support Team agree to:

1. share responsibility for observation and/or supervision of the provisional teacher;

2. conduct at least one observation every other week for the first ten weeks that the provisional teacher is in charge of a classroom;

3. conduct at least four more observations during the following five months;

4. conduct the required three formal evaluations of the provisional teacher using standardized state criteria in accord with state regulations and guidelines;

5. submit the appropriate evaluation forms and recommendation for certification to the Division of Teacher Preparation and Certification at the completion of the training program; and

6. provide to the provisional teacher training, guidance and assistance for his/her professional development.

Signed,

Secretary, State Board of Examiners	Date	Superintendent	Date
Director, Office of Teacher Education	Date		

* THIS DOCUMENT IS INCOMPLETE WITHOUT RESUMES. RESUMES MUST BE INCLUDED.

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APPENDIX E

Division of Teacher Preparation and Certification

PROVISIONAL TEACHER PROGRAM

FORMATIVE EVALUATION: Required after 10 and 20 weeks of full-time teaching.

Provisional Teacher _____ Subject/grade _____

Date of Evaluation _____ Circle one: 10TH WEEK 20TH WEEK

Chairperson of Support Team _____

District or Nonpublic School _____ County _____

KEY:

O	Outstanding	N	Needs improvement
S	Satisfactory	U	Unsatisfactory
NA	Not applicable when observed		

I. CURRICULUM, INSTRUCTION AND ASSESSMENT

Does the provisional teacher demonstrate the skills and knowledge to make effective decisions regarding:

What is to be taught?
How it is to be taught?
How to assess the learning outcome?

Circle One:

The Provisional teacher demonstrates the ability to:

O S N U NA	A. Set clear objectives for each lesson
O S N U NA	B. Present information at levels appropriate to students
O S N U NA	C. Develop appropriate learning activities
O S N U NA	D. Provide clear instructions
O S N U NA	E. Develop educational experiences with opportunities for students to make decisions
O S N U NA	F. Pace and sequence instruction appropriately
O S N U NA	G. Intersperse questions to check for understanding
O S N U NA	H. Utilize technology as a teaching tool to enhance instruction.

WHITE – Department of Education **CANARY** – Provisional Teacher **PINK** – School District

Provisional Teacher _____

The provisional teacher demonstrates the ability to:

O S N U NA I. Monitor the progress of students

O S N U NA J. Provide feedback to students

O S N U NA K. Use standardized tests and interpret results

O S N U NA L. Develop and use other forms of assessment

O S N U NA M. Appropriately use textbooks and teachers' guides

O S N U NA N. Utilize techniques and materials for fostering the development of reading and language arts skills in daily lesson planning

II. STUDENT LEARNING AND DEVELOPMENT

Does the provisional teacher demonstrate the knowledge and skills to make effective decisions regarding:

How to meet the needs of children being taught?
How to create an optimal environment for student learning and development?

The provisional teacher demonstrates effective decision making and techniques to:

O S N U NA A. Develop student interest and motivation

O S N U NA B. Prevent classroom disruption

O S N U NA C. Create an optimum environment for student learning and development

O S N U NA D. Adapt instruction to meet individual differences

O S N U NA E. Foster cooperative and group learning

O S N U NA F. Assist students in using technology as an aid to their learning

III. CLASSROOM AND SCHOOL

Does the provisional teacher demonstrate the skills and knowledge to make effective decisions regarding:

How to select effective teaching strategies?
How to function as a member of school and community?

The provisional teacher demonstrates the skills and knowledge to:

O S N U NA	A. Function effectively and responsibly within the bureaucratic and social structure of the educational system
O S N U NA	B. Allocate instructional time appropriately
O S N U NA	C. Set priorities
O S N U NA	D. Utilize a variety of questioning techniques
O S N U NA	E. Provide opportunity for appropriate independent work
O S N U NA	F. Provide all students with sufficient opportunity for successful practice

---

COMMENDATIONS:

RECOMMENDATIONS FOR IMPROVEMENT:

_____ Date

_____ Chairperson, Support Team

_____ Date

_____ Provisional Teacher

WHITE – Department of Education **CANARY** – Provisional Teacher **PINK** – School District

APPENDIX F

Division of Teacher Preparation and Certification

PROVISIONAL TEACHER PROGRAM

New Jersey State Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625

SUMMATIVE EVALUATION: Required after 30 weeks of full-time teaching.

Provisional Teacher _____ Subject/grade _____

Date of Evaluation _____ Chairperson _____

District or Nonpublic School _____ County _____

I. CURRICULUM, INSTRUCTION AND ASSESSMENT

The provisional teacher demonstrates the skills and knowledge to make effective decisions regarding:

What is to be taught
How it is to be taught
How to assess the learning outcome

Check One:

Approved _____ Insufficient _____ Disapproved _____

Principal's Comments:

II. STUDENT LEARNING AND DEVELOPMENT

The provisional teacher demonstrates the knowledge and skills to make effective decisions regarding:

How to meet the needs of children being taught
How to create an optimal environment for student learning and development

Check One:

Approved _____ Insufficient _____ Disapproved _____

Principal's Comments:

WHITE – Department of Education **CANARY** – Provisional Teacher **PINK** – School District

Provisional Teacher _____

III. CLASSROOM AND SCHOOL

The provisional teacher demonstrates the skills and knowledge to make effective decisions regarding:

How to select effective teaching strategies
How to function as a member of school and community

Check One:

Approved _____ Insufficient _____ Disapproved _____

Principal's Comments:

OVERALL EVALUATION: This rating will be transmitted as a certification recommendation from the principal to State Board of Examiners.

Approved _____ Insufficient _____ Disapproved _____

Principal's Comments:

Provisional Teacher's Comments: (optional)

WHITE – Department of Education **CANARY** – Provisional Teacher **PINK** – School District

FORMAL INSTRUCTION: Attendance and Performance*

Number of hours of formal instruction required:	188	Indicate number of hours formal instruction completed	_____
Number of hours of in-district instruction required	12	Number of hours attended in-district instruction	_____
Total number of hours required:	200	Total number of hours instruction received	_____

Summary of formal instruction achievement: (Check One)

Outstanding _____ Satisfactory _____ Unsatisfactory _____

(Information regarding the provisional teacher's performance and attendance is sent by training center faculty to the principal at the end of each of the 3 phases of formal instruction.)

Payment of Provisional Teacher Program Fees

	Amount Paid
Formal instruction	_____*
20-day supervised experience	_____*
Support team teacher(s)	_____

_____ _____
Date Chairperson, Support Team

_____ _____
Date Provisional Teacher

*Not Applicable To Provisional Teachers with Advanced Standing